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## NOTES

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*Educational Legislation and Administration of the Colonial Governments*, by Miss Elsie W. Clews, is the title of a new number in the Columbia University Series of Contributions to Philosophy, Psychology, and Education. It will be published by the Macmillan Company for the Columbia University Press.

THE HIGH SCHOOL MASTERS' CLUB of Massachusetts met in Boston on May 6, 1899, and considered the question of physical growth and health of high-school pupils as affected by their school requirements. Addresses were made by Dr. D. A. Sargent, director of the Hemenway Gymnasium, Harvard University, and Mr. C. F. Carroll, superintendent of schools, Worcester, Mass.

SUPERINTENDENT L. D. HARVEY, of Wisconsin, issues a valuable pamphlet on Memorial Day, with aids for the proper observance of the same in the schools of Wisconsin. At a time when the newspapers are beginning generally to speak of the day as "Desecration day" instead of Decoration Day it becomes peculiarly appropriate that the school officials should lend their aid to maintaining the proper significance of the anniversary.

A MOST promising attempt to solve the problem of the relations of parents to public schools is the Newnan Educational League organized at Newnan, Ga., through the efforts of Superintendent J. C. Woodward. The programs of the league that reach us from time to time indicate a clear grasp of the situation. It is specially interesting to note so promising an educational movement in a section from which reports came but recently of the gravest excesses of passion and license.

It has been said that Professor William James is a psychologist who writes like a novelist, and Mr. Henry James is a novelist who writes like a psychologist. That Professor James can make psychology as interesting as fiction is maintained by good judges; therefore his *Talks to Teachers* (Henry Holt & Co.) will appeal to many readers who are neither teachers nor psychologists. Among the eighteen "talks" are: "The Child as a Behaving Organism," "The Will," "The Gospel of Relaxation," "On a Certain Blindness in Human Beings," and "What Makes Life Significant."

THE first volumes of the British Anthologies series, edited by Professor Edward Arber, have been published by Mr. Henry Frowde. The whole series, which the author claims to be the first adequate attempt ever made toward a historical national anthology, will contain about 2500 entire poems

and songs written by some 300 poets. Each volume is distinguished by the name of the chief poet of the period dealt with, and the Shakespeare, Johnson, and Milton Anthologies will be issued first. The books have been printed in large type, on good paper in a cover specially designed by Mr. A. A. Turbayne, and their price will bring them within the reach of all.

THE CONGRESS OF THE ILLINOIS SOCIETY FOR CHILD-STUDY AND OF THE NATIONAL HERBART SOCIETY. On July 6, 7, and 8 there will be held, partly at the Chicago Normal School and partly at the University of Chicago, a joint congress of the Illinois Society for Child-Study and of the National Herbart Society. The Herbart Society will hold two, and perhaps three, meetings, and the Child-Study Society will have five or six meetings. The program of the Herbart Society will discuss the same questions that will be discussed by the meeting at Los Angeles in connection with the gathering of the N. E. A. Among those who will be on the program are Professor Albion W. Small, Professor Harry Pratt Judson, and Professor C. A. McMurry. Among the speakers of the Child-Study Program will be Francis W. Parker, Frank Hall, Rev. Jenkins Lloyd Jones, and Joseph C. Gordon. Special rates are offered at the Hotel Del Prado, and plans are being considered for securing special railroad rates. This promises to be the great educational assembly of the summer in the Mississippi Valley.

THE appearance of a new manual of general chemistry is not surprising. But the one just issued from the press, by Dr. Alexander Smith of the University of Chicago, deserves more than a passing notice by instructors in this department of chemistry. The book seeks to represent the latest development of thought in presenting a thorough course of instruction in college chemistry. At the same time it contains a scientific basis for teaching chemistry in all grades of work, and as such merits a careful study by elementary science teachers. The manual is devoted largely to a study of phenomena connected with the elements and their compounds, and brings out, in a continually progressive manner, the inductive treatment of the subject. At the same time there are many experiments of a quantitative nature, well distributed through the text, which illustrate the laws and principles of the science, and give a better basis for a modified generalization and correlation than is generally accorded. The author attempts to minimize the natural tendency to mechanical work, and also strives to bring out the essential points of each set of experiments, by a series of questions well thought out and progressively arranged.

Perhaps one of the most striking parts of the book is the chapter devoted to ionization and conductivity. But, considering the almost universal applicability of this theory in general and analytical chemistry, and the simplicity it gives to reactions which otherwise appear arbitrary and disconnected, it cannot be said that the treatment of this subject in the manual is too extended. The book requires more time, perhaps, than can be devoted to general chemis-

try in many colleges. But it is evidently arranged, with this objection in view, as many of the experiments can be shortened or omitted without sacrificing the main purpose of the text. Whatever the faults of the book may be it is an advance step in the teaching of general chemistry, and an acceptance of the ideas upon which it is built must raise the grade of work in this science.—  
JAMES H. RANSOM.

**PUBLIC LIBRARIES AND PUBLIC SCHOOLS.** The Committee on the Relations of Public Libraries to Public Schools appointed by the Board of Directors of the N. E. A. at Washington, 1898, asks general coöperation in making the following statement of common articles of faith among teachers and librarians:

There should be most cordial relations between the school and the library. The librarian should know the school and its work, in a general way, as a very important part of his work, just as the teacher should know the library and its methods as a part of her work.

The librarian should meet with the teachers as often as practicable for the discussion of their common work. If possible the librarian should occasionally address the older pupils.

Teachers should be members of various library committees, especially of the purchasing committee.

The librarian should make out frequent bulletins for school use. He should suggest books for the collateral reading of teachers and pupils in geography, history, science, and literature. He should regard the children as his most important patrons; those whom he can help the most. The children should have free access to the library shelves.

The community should be led to regard the library as a necessary part of a system of public education, no more to be done without than the common school.

If it is the duty of the state to see that its citizens know how to read, it is certainly none the less its duty to see that they are so trained that the ability to read will be a blessing rather than a curse.

A free public library should be the adult's common school.

Pupils should know what a library is, what it contains, and how to use it. A child can no more be wisely left to get his knowledge and taste for literature by himself than to get his mathematical or scientific training in the same way. Children must be trained to use the library as they are trained to do do other things.

Pupils should learn to read with economy of time by making use of page headings, tables of contents, reviews, Poole's Index, card catalogues and other helps.

The destiny of a child is not affected by the ability to read, but by the use he makes of that ability.

The library should be made an indispensable adjunct of the school. The school trains for a few years, the library for a lifetime.

Pupils should be trained to read topically, getting from many books the information they want on any special subject.

Normal schools, and all schools having to do with the training of teachers, should train their students in the use of books and libraries.

The ability to read is merely a means to an end.

PROGRAM OF THE DEPARTMENT OF SECONDARY EDUCATION AND THE DEPARTMENT OF HIGHER EDUCATION OF THE NATIONAL EDUCATIONAL ASSOCIATION, AT THE LOS ANGELES MEETING.

SECONDARY EDUCATION (3:00 P. M., July 13 and 14), Edward F. Hermanns, president, Denver, Colo.

In Fundamental Civil Ethics, What Ought We to Teach as the American Doctrine of Religion and the State? President Sylvester F. Scovel, University of Wooster, Ohio.

Discussion led by Professor Arthur Allin, University of Colorado.

The Ethical Influence of the Study of Economics. Byron C. Mathews, City High School, Newark, N. J.

Do Our High Schools Prepare for College and Life, in Accordance with the Present Requirements of Both? Principal G. B. Morrison, Manual Training High School, Kansas City, Mo.

Discussion led by Ellwood P. Cubberley, Stanford University, Cal.

Should Arithmetic, English Grammar, Geography, and History of the United States Be Reviewed in the High Schools? J. W. Crabtree, Inspector of Accredited Schools for the University of Nebraska.

A joint session of the Higher and Secondary Departments will be held at 3:00 P. M., Thursday, July 13, to consider the report of the Committee on College Entrance Requirements appointed at Denver, July 1895. A. F. Nightingale, Superintendent of High Schools, Chicago, Ill., chairman.

HIGHER EDUCATION (3:00 P. M., July 13 and 14), Robert B. Fulton, president, University, Miss.

Continuous University Sessions. President Jerome H. Raymond, West Virginia University.

Discussion by President James H. Baker, University of Colorado; Professor William Cary Jones, University of California; President George W. White, University of Southern California.

The Practicability of a National University. President Charles W. Dabney, University of Tennessee.

Discussion by Dr. Eugene W. Hilgard, University of California; President David Starr Jordan, Leland Stanford, Jr., University; Dr. Nicholas Murray Butler, Columbia University.

(Subject to be supplied). Professor Elmer E. Brown, University of California.

In Fundamental Civil Ethics, What Shall We Teach as the American Doctrine of Religion and the State? President Sylvester F. Scovel, University of Wooster.

Discussion by Dr. H. C. Starks, Wesleyan University; President William H. Black, Missouri Valley College; President J. K. McLean, Oakland, Cal.